Safeguarding Policy	
Approved / Reviewed By:	**Trust Board**
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Review Expectations:	**Under regular review subject to changes in legislation.** **Formal review will be undertaken annually.**

Contents

1. About this Policy

This policy sets out the expectations of the statutory safeguarding duty as reflected in Keeping Children Safe in Education. This document is written within the School Child Protection and Safeguarding Policy Framework as stated in this document:

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education)

EAST schools recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

The Trust recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE[1]), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Children Board.

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as the problems emerge
- protecting children from maltreatment; whether that is within or outside the home, including online
- preventing impairment of children's mental or physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

2. Who is the Intended Audience for this Policy?

This policy is for all staff, parents, governors, volunteers, supply staff, contractors, and the wider school community. It forms part of the child protection and safeguarding arrangements for the school and is one of a suite of policies and procedures which encompass the school's safeguarding responsibilities. In particular, this policy should be read in conjunction with the EAST School's Code of Conduct, Staff Handbook (including Acceptable Use of ICT), Safer Recruitment Policy, Online Safety Policy and Anti-Bullying Policy, Behaviour Policy, Child-on-Child abuse Policy and procedures, Part Five of KCSiE, Department for Education (DfE) guidance Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, copies of which will be made available to staff on induction.

The aims of this policy are to:

- provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they understand and meet their statutory responsibilities, and
- ensure consistent good practice across the school.

The Trust expects that all staff will have read and understood the child protection and safeguarding policy and their responsibility to implement it. Staff working directly with children must as a minimum, have read and understand Part One of KCSiE. Governors will ensure that they and senior leaders have read and understand Parts One and Two of KCSiE. The Trust will ensure that those staff who do not work directly with children have read either Part One or Annex A of KCSIE, together with Annex C. There maybe some staff whom the Trust require they read additional sections.

The Trust will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated. The Trust will ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online) at induction which is regularly updated.

Compliance with the policy will be monitored by the Headteacher, designated safeguarding lead (DSL), named safeguarding governor and the Trust Safeguarding Lead.

3. Glossary of Key Terms used in the Policy

KCSiE   Keeping Children Safe in Education (statutory document)
DSL   Designated Safeguarding Lead
DDSL   Deputy Designated Safeguarding Lead

4. Statutory Framework

Section 175 of the Education Act 2002 in the case of maintained schools and pupil referral units, Section 157 of the Education Act and the Education (Independent Schools) Regulations 2014 for independent schools (including academies and free schools)), and the Education and Training (Welfare of Children) Act 2021 for post 16 education providers, place a statutory duty on trusts and their local governing bodies to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk) local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards)). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all schools have been named by the Suffolk Safeguarding Partnership (SSP) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at: https://suffolksp.org.uk/.

5. Key Roles & Responsibilities

5.1   East Anglian Schools Trust (EAST)

The Trust has a legal responsibility and overall accountability to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the school complies with them. The Trust should also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

5.2   Local Governing Body (LGB)

The governing body has a local responsibility and oversight of the school's safeguarding arrangements and must ensure that they comply with their duties under legislation.

The local governing body will make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the school complies with them. The local governing body will ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

The governing body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of

process and policy development, and that all systems, processes and policies operate with the best interests of the child at their heart.

The governing body will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The governing body will ensure that policies for special educational needs and disability and supporting pupils in school with medical conditions are in place and are reflective of safeguarding as appropriate. The trust board and governing body will ensure that policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate, which will include areas such as:

- child-on-child abuse
- online safety,
- behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- special educational needs and disability
- supporting pupils in school with medical conditions
- staff code of conduct (which should also include the procedures that will be followed to address low-level concerns and allegations made against staff, and acceptable use of IT, including the use of mobile devices and communications, including the use of social media.)
- procedure for responding to children who go missing from education, particularly on repeat occasions.
- safer recruitment

Via the Headteacher the local governing body should ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing allegations of abuse made against, or low level concerns involving members of staff (including the headteacher and volunteer helpers).

The local governing body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training. The local governing body will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

The local named safeguarding governor will work with their school to ensure that Suffolk County Council are informed annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

5.3   Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection (including online safety, including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of Keeping children Safe in Education).

The DSL will have the appropriate status, authority, time and support they need to carry out the duties of the post.

The DSL and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or a deputy should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

The DSL will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

5.4   Headteacher

The headteacher will ensure that the policies and procedures adopted by the Trust and the local governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The headteacher will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

5.5   All Staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff working directly with children must read and ensure they understand at least Part One of KCSiE. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE.

All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, staff guidance on conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare, they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should know what to do if a child tells them he/she is being abused or neglected.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of, and understand their role within the early help process[2] for all services, at both a Local Authority and school level. and understand their role within it. This includes providing

support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focusing on providing interventions to avoid escalation of worries and needs (see Section 13.2). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care
- is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Key roles and individuals responsible and detailed in Appendix A. Useful contacts are detailed in Appendix B.

6. Induction & Training

The Trust and local governing body will ensure that all staff receive appropriate safeguarding and child protection training which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring which is regularly updated and in line with advice from SSP. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, staff EAST conduct of conduct/staff handbook, low levels concerns, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE (or Annex A for those staff who do not work directly with children) will be provided to new staff at induction.

The Headteacher and Trust Board will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Governors should receive appropriate safeguarding and child protection training at induction, and then regular intervals. Training should provide them with knowledge to ensure their school's safeguarding policies and procedures are effective.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements the Trust and local governing body/proprietor will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

7. Recognising Concerns – Signs & Indicators of Abuse, Neglect & Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL or deputy.

8. Indicators of Abuse & Neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children . The sexual abuse of children by other children is a specific safeguarding issue (known as child on child abuse) in education, and all staff should be aware of it and of the school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

1. Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

1.1 Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be

forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

1.2 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in Appendix B.

2. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. Abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

3. Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

4. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose

behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary teachers to promote positive health, wellbeing and resilience among children.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's policy, and speaking to the DSL or a deputy.

5. Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child on child abuse they should speak to the DSL (or deputy). and record these using the school's safeguarding system.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- upskirting, which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sharing self-generated indecent images (also known as sexting); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be clear about the school's policy and procedures with regards to child on child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

6. Serious violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self- harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

All staff, especially the DSL (or deputy), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Children's social care assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here: Contextual Safeguarding

10. Children Potentially at Greater Risk of Harm

The Trust recognise that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

In line with the Equality Act 2010 as a school we must:

- not unlawfully discriminate against students because of their protected characteristics
- support all our students with protective characteristics
- take positive action, where proportionate, to deal with the disadvantages these students face and make reasonable adjustments within the school

As a school we are conscious that students with protected characteristics may be more at risk of harm.

10.1 Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The management committee/proprietor recognises that the cohort of pupils in alternative provision often have complex needs and are/is aware of the additional risk of harm our pupils may be vulnerable to.

The senior leadership team will have regard to the following statutory guidance: Alternative provision – DfE Statutory Guidance, and
Education for children with health needs who cannot attend school – DfE Statutory Guidance

School "inhouse" alternative provision which meets Government guidance is also subject to this statutory guidance.

10.2 Children with SEND & Disabilities, &/or Physical Health Issues

These young people can face additional safeguarding challenges, both in terms of their vulnerability and also in terms of being able to report abuse.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Further information can be found in the DfE's:

SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions Children with special educational needs and disabilities (SEND) | NSPCC Learning NSPCC - Safeguarding child protection/deaf and disabled children and young people

10.3 Children who need a Social Worker (Child in Need & Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation, and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The Trust expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both the Local Authority and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.

10.4 Children Absent from Education

A child being absent from education for prolonged periods and/or repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM

- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence procedures and children missing education procedures. This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children missing education, including information schools must provide to the LA when removing a child from the school roll at standard and non-standard transition points can be found in the DfE's statutory guidance: Children Missing Education.
- General information and advice for schools can be found in the Government's Missing Children and Adults Strategy.
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges
- guidance for schools concerning children who are absent from education Working Together To Improve School Attendance

10.5 Elective Home Education

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

10.6 Children who are Lesbian, Gay, Bi or Trans (LGBT)

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published

The Trust acknowledge that the fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

10.7 Children Requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The governing body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE guidance documents Preventing and tackling bullying, mental health and behaviour in schools and mental health and behaviour in schools which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils. The school's senior mental health lead will be a member of, or be supported by, the senior leadership team See Appendix A

10.8 Looked After Children & Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The governing body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

11. Opportunities to Teach Safeguarding

The governing body will ensure that children and young people are taught about how to keep themselves and others safe, including online, and through teaching and learning opportunities as part of a broad and balanced curriculum. The local governing body will also ensure there is a comprehensive curriculum response to e-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.

This supports children to stay safe, recognise when they do not feel safe and identify who they might or can talk to.

The Trust recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within Relationships Education *(primary schools)* and Relationships and Sex Education (also known as Sex and Relationship Education) *(secondary schools)* and through Health Education *(all pupils in state funded schools)*, having regard to statutory guidance.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The Trust expect that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetables lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

12. Online Safety & Filtering & Monitoring

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Trust and local governing body has had due regard to the additional information and support set out in KCSiE and ensures that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:
- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racist or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, (e.g. consensual and non-consensual

sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying); and

- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (https://apwg.org/).

Generative Artificial Intelligence (AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and GoogleBard. The Trust recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard children. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose children to harmful content for example 'deepfakes' (where AI is used to create images, audio or video hoaxes that look real). EAST schools will treat any use of AI to access harmful content or bully children in line with behaviour and relationships policies, and in the case of deepfakes reporting to the police will always be considered. Staff are made aware that there are risks with using AI tools and should ensure that any resources created using AI are quality assured for accuracy and content. Further detail is provided in Appendix D.

The governing body will ensure that an annual review is undertaken of the school's approach to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online. The review should include a member of the senior leadership team, the DSL, the IT service provider and a governor. The school should ensure they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on cyber security including considerations can be found at Cyber security training for school staff - NCSC.GOV.UK

The school's online safety policy outlines the appropriate filtering and monitoring which take places on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation filtering and monitoring.

School staff can access resources, information and support as set out in Annex B of KCSiE.

Schools enforces policies which if breached are followed up in line with the behaviour/online safety and safeguarding policies

13. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns using the school online reporting system (MyConcern or CPOMS). If it is an urgent concern where a child is at immediate risk they should also speak to the DSL without delay. All staff have login details and passwords to access the system. For staff who do not have access to this system, they should ask their named point of contact to record the concern or speak directly to their DSL. Please refer to the individual school appendix for school specific details.

13.1 What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;

- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record, which should be signed and include the time, date and your position in school;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or deputy without delay, and
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL or a deputy will complete and submit the SSP multi agency referral form (MARF) (available on the SSP website Child Safeguarding Concern (MARF). The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

Where the DSL believes that a child or young person may be at imminent and significant risk of harm they should call Customer First immediately and then complete the SSP MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

13.2 Information Sharing, Record Keeping & Confidentiality

Information sharing is vital in identifying and tacking all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance, "Information sharing: advice for practitioners providing safeguarding services"[3],which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or deputy DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetuated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police, (see When to Call the Police: Guidance for schools and colleges (npcc.police.uk) is made immediately. Referrals should follow the local referral process.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

The school will have regard to SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records. Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

13.3 Managing Allegations made Against Members of Staff or Volunteers

The school will follow the SSP "Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust"[4] if an allegation is made against an adult in a position of trust.

An allegation is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in the school.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the headteacher. If in the event of any low level concerns this can be shared with the DSL/nominated person however the headteacher will always be informed of all allegations and concerns and will make the final decision on how to respond. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of the Local Governing Body.

Concerns that are raised regarding supply staff or contractors will be shared with their employers and the head teacher will decide if further action would be taken.

The headteacher/Chair of Local Governing Body should report the concern to the Local Authority Designated Officer (LADO) within one working day. The reporting can be delegated to the DSL by the headteacher/Chair of Local Governing Body as appropriate.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: 0300 123 2044 for allegations against all staff and volunteers.

13.4 Use of School Premises for Non-School Activities

The governing body will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing body will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed.

Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the governing body/proprietor will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

14. Whistleblowing

The Trust recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The Trust would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure as outlined in the EAST whistleblowing policy where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0808 800 5000 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

15. Summary of changes

Document control		
Date	**Section(s)**	**Update(s)**

Appendix A: School Details

Key Roles & Individuals Responsible

Key Role	Responsibility
Designated Safeguarding Lead (DSL)	Alexandra King
Deputy DSL	Sophie Crabtree
Named Safeguarding Governor	Christina Wise
Chair of Local Governing Body	Helen Butler
School PREVENT Lead	Alexandra King
School Online Safety Lead	Sophie Crabtree
Designated teacher for Looked After Children (LAC) and Previously Looked After Children (PLAC)	Alexandra King

Appendix B: Useful Contacts

Organisation	Contact Details
Multi-agency Safeguarding Hub (MASH) Professional Helpline:	0345 606 1499
Customer First (Professional Referral Line) for use in emergencies only:	0345 606 6167
Customer First:	0808 800 4005
Police (emergency only):	999
Suffolk Police main switchboard:	01473 613500
Suffolk Police Cybercrime Unit:	101
Suffolk Local Safeguarding Children Board:	www.suffolkscb.org.uk
Local Area Designated Officer (LADO)	0300 123 2044 or lado@suffolk.gov.uk or on the LADO pages in Suffolk Safeguarding Partnership Website
Suffolk County Council:	www.suffolk.gov.uk/community-and- safety/staying-safe-online/e-safer-suffolk/
Emotional Wellbeing Hub	0345 600 2090 or CYP mental health and emotional wellbeing support - Suffolk County Council

Appendix C: Further information on Specific Safeguarding Issues

Supported by: Annex B KCSiE

Child abduction & community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances; and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched and online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are Absent from Education

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation, honour based violence or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some case the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The DfE provides: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specific distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's home and care homes

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them is available in the Modern Slavery Statutory Guidance Modern slavery: how to identify and support victims

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber- dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, not other areas of concern such as on- line bullying or general on-line safety.

Additional advice can be found at Cyber Choices, 'NSPCC – When to call the Police' and National Cyber Security Centre – NCSC.GOV.UK

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures the different types of relationship are captures, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to the behaviour is directed towards must be aged 16 or over and they must be 'personally connected' (as defined in section 2 of the 2021 Act).

Types of domestic abuse include psychological, physical, sexual, financial, emotional, intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. This includes seeing, hearing or experiencing the effects of domestic abuse and/or experiencing through their own intimate relationships. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. This includes seeing, hearing or experiencing

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The systems ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experiences the domestic incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved in available in the Operation Encompass website.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC-UK domestic-abuse signs symptoms effects Refuge what is domestic abuse

Safelives: young people and domestic abuse

Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as a appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties. Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have just published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing, Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[5] that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long- lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[6] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either

through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage, Schools and colleges can play an important role in safeguarding children from forces marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism[7] is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1) negate or destroy the fundamental rights and freedoms of others; or
2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation[8] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism[9] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts and electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The school's DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[10] to the need to prevent people from being drawn into terrorism".[14] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210 which are specifically concerns with education (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The DSL should consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Guidance on Channel is available at: Channel Guidance.

Additional Support

The department has published advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them to safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Child on Child

Children can abuse other children (often referred to as child on child abuse) and it can take make many forms. It can happen both inside and outside school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex from primary to secondary stage and into college. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.
- Supporting intra-familial harms and ensuring support is in place for siblings following an incident if any risk or concern is identified

What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual offences un the Sexual Offences Act 2003[11] as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence of: s/he intentionally causes another person (B) to engage in an Activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could

include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?[12] Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.[13]

Further information about consent can be found here: Rape Crisis England & Wales – Sexual consent.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;[14]
- Sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[15] It may include:
  - Consensual and non-consensual sharing of nudes and semi-nudes and videos; As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation;
  - coercion and threats; and
  - upskirting.(is a criminal offence)

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually

lad to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people know but not related to the victim (such as neighbours, friends and acquaintances; and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Toolkits

- Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB.
- Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

Additional Advice and Support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: Disrespect NoBody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the Courts	Advice for 5-11 year old witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
	Children missing education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance

Children Missing from Education, Home or Care	Children and adults missing strategy	Home Office strategy
Children with Family Members in Prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness	NHS
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
	Cyberbullying advice for schools	Childnet website
	Online safety advice	NSPCC website
	Advice and guidance for families	Safer Internet website
	London Grid for Learning	LGfL
Private Fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice

	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Appendix D: Safeguarding and Artificial Intelligence (AI)

Purpose

This section outlines safeguarding expectations related to the use of Artificial Intelligence (AI). It ensures that AI is used in a way that protects the safety, privacy, and rights of all students and staff, while promoting responsible, ethical engagement with emerging technologies.

Scope

This policy applies to:
- All students
- All staff
- Trustees, governors and senior leaders
- External providers or third parties supplying AI-based tools or platforms

Guiding Principles
- Student Welfare First: AI use must never compromise the safety, dignity, or well-being of students.
- Human Oversight: AI should support, not replace, staff judgement and safeguarding responsibilities.
- Transparency and Education: Staff and students must be educated on the risks and limitations of AI, including misinformation and disinformation.
- Compliance: AI use must adhere to statutory safeguarding and attendance guidance, and national RSHE expectations.

Safeguarding Considerations

1 Data Protection and Privacy
- AI tools must comply with UK GDPR and the school's Data Protection Policy.
- Only school-approved platforms may be used with students. These must clearly outline data usage, storage, and protection.
- For students under 16, identifiable data should only be used when necessary, and ideally in anonymised or pseudonymised form.

2 Online Safety: Misinformation and Harmful Content
- AI tools can generate biased, misleading, or harmful content—including misinformation, disinformation, or conspiracy material.
- Staff must actively supervise classroom and school based use of generative AI.
- All AI platforms must be age-appropriate, filtered, and monitored in line with the school's Online Safety Policy.
- Students will be explicitly taught how to critically evaluate AI-generated material.

3 Misuse and Malicious Use
- Students must follow the school's Acceptable Use Policy (AUP) when using AI. Misuse includes:
- Generating harmful, violent, or explicit content
- Impersonation or deception (e.g. deepfakes, falsified messages)
- Using AI dishonestly in coursework or assessments
- All misuse will be addressed in line with the school's Behaviour and Safeguarding Policies.

4 Bias, Discrimination, and Fairness
- AI can reflect or amplify discriminatory bias (e.g. racial, gender, cultural).

- Staff must remain vigilant to this and avoid reliance on unverified AI outputs for assessment or teaching decisions.
- Any AI tool used to support pedagogy, intervention, or monitoring must be regularly reviewed for fairness.

5 Mental Health and Well-being
- AI-generated comparisons or feedback can affect confidence and self-esteem, particularly during exam years.
- Staff must monitor student interaction with AI tools to ensure they are used to enhance, not erode, student well-being.
- The school will support digital resilience and independence, discouraging over-reliance on AI.

6 Attendance and Alternative Provision
- Attendance concerns linked to online or AI use must be monitored and addressed swiftly in line with Working Together to Improve School Attendance (statutory from August 2024).
- Where students access Alternative Provision that involves AI or digital platforms, the school will:
  - Obtain written confirmation of safer recruitment and safeguarding checks
  - Monitor attendance and engagement daily
  - Review placements at least half-termly

7 RSHE and Gender-Related Safeguarding
- The school acknowledges that future updates to RSHE and gender-related safeguarding guidance are forthcoming.
- This policy will be updated accordingly to ensure all AI-related content is delivered in a safe, age-appropriate, and inclusive manner.

Staff Training and Responsibilities
- All staff will receive annual training on AI use, safeguarding risks (including misinformation and online harm), and how to support safe student engagement.
- Subject and pastoral leaders are responsible for ensuring that AI use in their areas aligns with this policy.
- The Designated Safeguarding Lead (DSL) will remain up to date with national guidance and advise staff accordingly.

Monitoring and Review
- The Senior Leadership Team and DSL will regularly review the use of AI across the school.
- All concerns relating to safeguarding and AI must be reported via the school online reporting system (MyConcern or CPOMS).
- This section will be reviewed annually and revised in line with updated statutory guidance, technological developments, and local safeguarding needs.

[1] *Keeping Children Safe in Education 2025*

[2]   Detailed information on early help can be found in *Working Together to Safeguard Children*

[3] *Information sharing advice*

[4] *Suffolk Safeguarding Partnership*

[5] *Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).*

[6] *Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.*

[7] *As redefined in the Government guidance March 2024*

[8] *As defined in the Revised Prevent Duty Guidance for England and Wales*

[9] *As defined in the Terrorism Act 2000 (TACT 2000)*

[10] *According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.*

[11] *Legislation.gov.uk*

[12] *It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped, More information here*

[13] *PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key Stage 3 and 4.*

[14] *It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.*

[15] *Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.*